

TEACHER PERSONALITY COMPETENCIES IN OPTIMIZING STUDENT LEARNING OUTCOMES

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Abstract

Teacher personality competency is a crucial aspect in the educational process that influences student learning outcomes. The personality competency in question includes the teacher's ability to establish positive interpersonal relationships, emotional management, fairness, role modeling, empathy, and motivation in teaching. The aim of this research is to determine the influence of teacher personality competence on student learning outcomes. This research method employs a quantitative approach involving data in the form of numbers. The findings of this study indicate that the significance probability score for the teacher personality competency variable is 0.000, which is less than 0.05. This suggests that teacher personality competency has a positive and significant impact on student learning outcomes. Consequently, it can be concluded from the research that teacher personality competency positively and significantly influences learning outcomes in high school economics subjects. This conclusion is supported by the results of a simple linear regression analysis, which demonstrates that teacher personality competency positively affects student performance. student learning in high school economics subjects.

Keywords: Teacher Personality Competencies, Learning Outcomes, Students

1 INTRODUCTION

Teaching is a career that demands specialized skills and can only be carried out by individuals who have qualifications and experience in the field of education. Teachers' responsibilities in the professional realm include education, teaching and training. Education is the process of passing on and developing life values. Teaching is the process of conveying and developing knowledge and technology, whereas training is an action to improve students' skills. Based on the results, a teacher's success can be assessed by his ability to change the behavior of most of his students so that they master basic competencies better(Afriyanli & Sabandi, 2020).

Competence or skill is the ability to carry out tasks or work based on knowledge, skills and attitudes that meet established performance standards (Hidayati, 2022). Teacher competency is the expertise and authority of a teacher to carry out his duties with the responsibilities related to his teaching profession (Sutiono, 2021). A teacher's competency is a comprehensive result of various abilities which include a collection of knowledge, skills and behavior that teachers need to possess, internalize and master in order to carry out their professional responsibilities (Suryadi, 2022). Therefore, because the teaching profession is considered a job, teacher competence is very important in the teaching and learning process (Wardana, 2019).

Personality competency is a competency that is reflected in a teacher's daily activities. This attitude includes the nature and personality of the teacher. Closely related characteristics are honesty, nobility of character, a strong work ethic, and concern for others. One expert said that the teaching profession must have an honest character in all aspects, and be a good role model for everyone, including teachers who must have strong integrity inside and outside the school environment (Sudirman, 2019).

Teachers are expected to not only be proficient in academic aspects, but also adaptive to pedagogical developments and the needs of diverse students (Immah et al., 2020). Optimizing student learning outcomes does not solely depend on their cognitive abilities, but also on the quality of interaction and guidance provided by the teacher. Teacher personality competencies help students develop positive attitudes, build self-confidence, and form good character, which is critical to their academic and life success.

As regulated in the regulation of the Director General of GTK of the Ministry of Education and Culture number 2626/B/HK.04.01/2023, article 6 paragraphs 5 and 6 concerning the teacher competency model states that personality competency includes the ability to have a firm and stable character, good morals, wisdom, authority, and be a positive role model for students. Personal skills are developed by reflecting on the implementation of educational tasks in a spirit of professional ethics and student-centeredness.

Teachers must be able to attach personality competencies because they can serve as guidelines and become good role models for students.

When the researcher carried out an Introduction to the School Environment (PLP) from 6 October 2023 to 30 November 2023 at SMA Negeri 1 Pangkah, the researcher had made observations and found a problem, namely that the teacher lacked personality competence, this was seen from the lack of firmness in implementing discipline and lack of control over emotions when dealing with students who have obstacles in the learning process in class. This results in students not daring to ask the teacher when the teacher explains the material and ultimately students do not understand the material presented by the teacher. Students also tend to underestimate teachers because of their lack of instilling disciplinary attitudes by teachers. This also makes the situation worse, because students do not follow existing class rules, thus creating a learning environment that is not conducive. As a result, student learning outcomes are less than optimal and unsatisfactory.

Based on the description above, there is a need for research related to teacher personality competencies and student learning outcomes. Therefore, researchers were inspired to conduct research with the title teacher personality competence in optimizing student learning outcomes in class XI economics subjects at SMA Negeri 1 Pangkah.

2 METHODOLOGY

This study employs a quantitative approach, characterized by the use of numerical data. Rooted in positivist philosophy, this method involves observing a specific population or sample, collecting data through research instruments, and analyzing the data quantitatively or statistically to test the proposed hypotheses (Sugiyono, 2019). The analysis of the data was conducted using these quantitative methods to evaluate the hypotheses.

The study focused on a population of 108 eleventh-grade students from SMA Negeri 1 Pangkah. A sample of 85 students was selected through simple random sampling. Data was gathered using a questionnaire comprising 16 questions, designed to assess the impact of teacher personality competence on student learning outcomes. The analysis involved applying a simple linear regression test and an independent sample test.

3 RESULTS

The results of a simple linear regression analysis of teacher professional competence on learning outcomes can be seen in the following table:

Table 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.875 ^a	.766	.763	5.658
a. Predictors: (Constant), teacher personality competence				

Source: data processed by SPSS, 27

From table 1, the summary model above shows that the coefficient of determination score in terms of R Square value is 0.766, indicating that 76.6% of student learning outcomes can be attributed to teacher personality competence, while the remaining 23.4% is influenced by other factors.

The results of the independent sample test are as follows:

Table 2

Coefficients ^a					
Model		Unstandardized Coefficients		T	Sig.
		B	Std. Error		
1	(Constant)	9.965	2.919	3.414	.000
	KKG	.783	.048		
a. Dependent Variable: learning outcomes					

Source: data processed by SPSS, 27

Based on table 2, It can be observed that the regression coefficient for the teacher personality competency variable in relation to learning outcomes is 0.783, with a constant of 9.965. The resulting regression equation is $Y = 9.965 + 0.783X2$. This implies that when the teacher's personality competency is zero, the learning outcome is 9.965. Moreover, for each additional point in teacher personality competency, learning outcomes will increase by 0.783. The positive coefficient indicates that teacher personality competency has a positive impact on learning outcomes.

The correlation coefficient between teacher personality competency and learning outcomes is 0.875, indicating a strong influence of teacher personality competency on learning outcomes. The regression coefficient for teacher personality competency significantly impacts learning outcomes, as evidenced by the t-count value of 16.466, which exceeds the t-table value of 1.664 ($16.466 > 1.664$), thereby confirming the acceptance of H_2 . Additionally, the probability score $sig.t2 = 0.000$ is less than 0.05, further supporting that teacher personality competency affects learning outcomes.

These findings align with the perspective of (Anzani Putri Purnomo, 2019) that learners during the educational process if supported by the teacher's pleasant personality competence can create an active atmosphere in the class and students will be motivated to participate in learning and learning outcomes will be achieved optimally. In addition, positive teacher personality competence can build good relationships between teachers and students, which contributes to students' self-confidence and motivation to learn. When students perceive comfortable and valued within the educational setting environment, they tend to participate actively and show greater interest in the course material. This influence is also seen in the achievement of student learning outcomes. Teachers with strong personal competencies are able to create interesting and challenging teaching strategies, so they can improve students' critical and creative thinking abilities. Thus, a conducive classroom atmosphere created by competent teachers not only increases student activity but also contributes to improving the overall quality of learning outcomes. Therefore, this research succeeded in proving that teacher personality competence influences student learning outcomes in class XI economics subjects at SMA Negeri 1 Pangkah.

4 CONCLUSIONS

According to the research findings, it is concluded that the personality competence of teachers has a positive and significant effect on students' learning outcomes in economics at SMA Negeri 1 Pangkah. This conclusion is supported by the results of a simple linear regression analysis, which showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This demonstrates that the personality competence of teachers positively influences the learning outcomes of Class XI students in economics subjects at SMA Negeri 1 Pangkah.

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